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| **Project Components and Presentation** | **Exemplary 4** | **Proficient 3** | **Developing 2** | **Emerging 1** | **No Evidence 0** |
| **Climate and Location**  Describe the climate and location for the ecosystem, including at least one map with at least two pictures that enhance understanding of the map for the viewer. | A detailed description of the climate and location for the ecosystem were included. Map(s) and pictures included as part of the visual presentation were clear, appropriate, and enhanced the viewer’s understanding. Extensive research was evident. | A detailed description of the climate and location for the ecosystem were included. Map and pictures included as part of the visual presentation were clear, but did not enhance the viewer’s understanding. Research was evident. | A description describing the ecosystem was included. Map was completed with only one picture as part of the visual presentation, and was not clear. Viewer was confused what the map is meant to show. Some research was evident. | A brief description of the ecosystem was included. Map was completed without any pictures as part of the visual presentation, and is not clear. Viewer was confused what the map is meant to show. Minimal research is evident. | No description of the ecosystem was included. No map or pictures were included in the presentation. No research was evident. |
| **Animals and Plants**  Name and visually present animals and plants in the ecosystem, including noting any that are endangered. Note whether any human populations are present and their impact. | A compelling model or other type of visual that clearly represents a large variety of animals and plants in the ecosystem was included. Detailed and compelling information about endangered species, and whether or not human populations were present and what their impact is. | A model or visual representation of a variety of animals and plants in the ecosystem was included. Information about endangered species and human populations was included, information on the impact of humans is included, but not insightful. | A model or visual representation of some animals and plants in the ecosystem was included. Information about endangered species and human populations was minimal and basic. | A list of several animals and plants in the ecosystem was included, but information about endangered species and human populations and their impact was not included. | No list of animals and plants in the ecosystem was included. No information about endangered species and human populations and their impact was included. |
| **Food web**  Create a visual model of at least one food web in the ecosystem, including a minimum of three food chains included in the food web. | A compelling model or other type of visual that clearly represents a flow of energy in a food web for the specific ecosystem, with pictures, drawings and representations of species, whenever possible. More than three different food chains were included. | A model or other type of visual that represents a flow of energy in a food web for the specific ecosystem, with some pictures, drawings and representations of species. At least three food chains were included. | A model or other type of visual that represents a flow of energy in a food web for the specific ecosystem with few pictures, drawings and representations of species. Less than three food chains are included. | A model or other type of visual contains few animals in the ecosystem. Representation of flows of energy in a food web for the specific ecosystem may not be correctly indicated. Less than three food chains are included. | No model or visual on the animals contained in the ecosystem are included. No representation of flows of energy in a food wed is indicated. There are no food chains included. |
| **Environmental Concerns**  Note any environmental concerns and/or efforts toward conservation of species or habitats. A “call to action” should be included. | Detailed information was included regarding environmental concerns and efforts toward conservation of species and habitat. An insightful, well-researched, well-written “call to action” is included. | Detailed information was included regarding environmental concerns and efforts toward conservation of species and habitat. A well-researched, well written “call to action” is included, but may not be insightful. | Information was included regarding environmental concerns and efforts toward conservation of species and habitat. A “call to action” is included is included, but is not well-researched and/or well-written. | Minimal information was included regarding environmental concerns and efforts toward conservation of species and habitat. No “call to action” was included. | No information was included regarding environmental concerns and efforts toward conservation of species and habitat. |
| **Knowledge Gained**  It is clear during the presentation that the student has a thorough understanding of the topic by being able to answer all questions related to his or her ecosystem accurately and in his or her own words. | Student can accurately answer all questions related to facts in the presentation in his or her own words. Responses also include thoughtful personal insight. The viewer is convinced the student is an “expert” on the ecosystem. | Student can accurately answer almost all questions related to facts in the presentation in his or her own words. Responses include personal insight, which may not be thoughtful. The viewer is convinced the student knows much of the information about the ecosystem, but has not extended thinking beyond information obtained. | The student can accurately answer most questions related to facts in the presentation. Responses are not in the student’s own words and include little personal insight. | The student can accurately answer some questions related to facts in the presentation. Responses are not in the student’s own words and include little personal insight. | The student can accurately answer no questions related to facts in the presentation. |
| **Attractiveness and Organization**  All visuals and written components should be clear, neat and organized so that the viewer can easily obtain information. | All components (written and visual) have exceptionally attractive formatting and well-organized information that enhances understanding for the viewer. | Almost all components (written and visual) have attractive formatting and well-organized information. | Most components (written and visual) contain well-organized information. | Some components (written and visual) contain well-organized information. | No components (written and visual) have attractive formatting and/or well-organized information. |
| **Writing/ Organization**  All writing contained in the project is well-written, and grammatically correct. Everything is spelled correctly. | All writing in project is grammatically correct and spelled correctly. Choice of words is used in a meaningful way to enhance understanding for the viewer. | Almost all writing in project is grammatically correct and spelled correctly. | Most writing in project is grammatically correct and spelled correctly. | Some writing in project is grammatically correct and spelled correctly. | No writing in project is grammatically correct and spelled correctly. |
| **Content/Accuracy**  Information included in the project/presentation is accurate and comes from a reliable source that was correctly sited. | All facts in project and presentation are accurate. Student introduces information that is accurate and new/interesting to the viewer. All sources are correctly sited in a references page. | Almost all facts in project and presentation are accurate. Student introduces information that is accurate. All sources are correctly sited in a references page. | Most facts in project and presentation are accurate. Student introduces information that is mostly accurate. All sources are not listed and/or sited correctly on the references page. | Some facts in project and presentation are accurate. Student introduces some information that is accurate. All sources are not listed and/or sited correctly on the references page. | No facts in project and presentation are accurate. Student lists no references. |
| **Deadlines** | Student met all deadlines related to the project, in some cases, completing work before it was due. | Student met all deadlines related to the project. | Student missed 1-2 deadlines related to the project. | Student missed 3 or more deadlines related to the project. | Student did not meet any deadlines related to the project. |